

# Chapter 4

## Cultural Bias, Self-Identity, and Self-Efficacy

Angela M. Powell  
Sam Houston State University, USA

### ABSTRACT

*The goal of this chapter is to provide an overview, promote awareness for cultural competence, and to illustrate various forms of deficiencies in multicultural education among educators in the United States. When serving as an educator, it is imperative to accept the responsibility of ensuring equal educational opportunity for all students. It is understood that most individuals naturally acculturate themselves with those whom they have connections with and are most comfortable with. This is no different among minority students who are new to the United States. Cultural norms must be acknowledged and students should be accommodated to foster a more engaging learning environment. Educators should engage in multicultural training and encourage culturally diverse and appropriate exchanges among all students. This will result in more confident students who would be more likely to feel connected, accepted, and esteemed; thus, giving students a foundation to develop motivation to learn.*

### INTRODUCTION

The intent of this chapter is to provide the reader with an overview of the impact of cultural bias, self-identity, and self-efficacy. As the United States' diverse population continues to increase, educators and administrators must be aware and prepared to provide diverse students an equal educational opportunity as their peers of the dominant culture.

Research findings indicating how cultural, social, and environmental barriers among minority students eventually lead to their academic decline compared to their non-minority peers is discussed. This chapter also focuses on the disproportionality of educational opportunities to minority students and offers recommendations to educators and administrators. Educators are urged to become culturally competent in order to give their current teaching modalities a face lift and be more aware of the changing make up of the country to better serve all students.

DOI: 10.4018/978-1-5225-2069-6.ch004

Educators and administrators will learn the definitions and impact of:

1. Cultural bias,
2. Cultural competence, and
3. Self-efficacy.

Questions are provided at the conclusion of the chapter to provide more reflection and understanding on the importance of the topics of the chapter.

## **BACKGROUND**

With the ever increasing minority population in the United States (Krogstad, 2015; U.S. Census Bureau, 2010), educators and administrators should be more aware of the potential barriers for minority students. The basic foundation for the success among minority students is dependent upon a positive relationship among cultural identity, self identity, and school environment (Banks et al., 2001; Cokley & Chapman, 2008; Tovar-Murray, Jenifer, Andrusyk, D'Angelo, & King, 2012). According to Ross, Powell, and Henriksen (2016), minority students often lack a sense of belonging when submerged within a different culture. Further, the “experience of navigating back and forth between the dominant culture and one’s own culture on a daily basis, or living a bicultural existence, can be stressful” (Ross et al., 2016).

There are several factors that educators and administrators should address in order for minority students to feel more accepted in the school environment; thus, fostering a more positive learning environment conducive to their academic success (Tovar et al., 2012). Cultural bias, cultural competence, and self-efficacy are particular areas of interest when it comes to the academic success of minority students (Banks et al., 2001; Harper, 2008; McKown & Weinstein, 2002; Peguero & Bondy, 2011). Cultural awareness and sensitivity is a necessity for minority student academic success. Educators and administrators must acknowledge variations in cultures and respect all cultures without guiding minorities according to the dominant culture. They should also be active in becoming more culturally competent (Clayton, 2011) and open to change offering more opportunities for diverse learning.

## **MAIN FOCUS OF THE CHAPTER**

### **Targeted Population**

According to the U.S. Census Bureau (2010), 50.5 million people who resided in the United States were of Latino or Hispanic origin. This estimated count may be obscured due to the number of unauthorized immigrants. The U.S. Census Bureau estimated that the Latino population grew by 43% between 2000 and 2010 and is considered to be the largest foreign-born population residing in the United States (U.S. Census Bureau, 2010). This racial shift, consisting of the influx of Hispanic, African American, and Asian populations, has developed a more diverse nation since 2000 (Krogstad, 2015). According to the American School Counseling Association (2016),

9 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/cultural-bias-self-identity-and-self-efficacy/174542](http://www.igi-global.com/chapter/cultural-bias-self-identity-and-self-efficacy/174542)

## Related Content

---

### An Exploration of the Relationships Between Different Reading Strategies and IELTS Test Performance: IELTS Test Taking Strategies - Chinese Students

Rob Kim Marjerison, Pengfei Liu, Liam P. Duffy and Rongjuan Chen (2020). *International Journal of Translation, Interpretation, and Applied Linguistics* (pp. 1-19).

[www.irma-international.org/article/an-exploration-of-the-relationships-between-different-reading-strategies-and-ielts-test-performance/245797](http://www.irma-international.org/article/an-exploration-of-the-relationships-between-different-reading-strategies-and-ielts-test-performance/245797)

### "Shylock's Return": Translational Transactions in The Merchant of Venice on the Hebrew Stage

Dror Abend-David (2020). *International Journal of Translation, Interpretation, and Applied Linguistics* (pp. 46-56).

[www.irma-international.org/article/shylocks-return/245800](http://www.irma-international.org/article/shylocks-return/245800)

### Constructing a Third Space: Positioning Students' Out-of-School Literacies in the Classroom

Pauline Millar and S. Joel Warrican (2015). *Handbook of Research on Cross-Cultural Approaches to Language and Literacy Development* (pp. 87-117).

[www.irma-international.org/chapter/constructing-a-third-space/134740](http://www.irma-international.org/chapter/constructing-a-third-space/134740)

### A Corpus-Based Study on the Translation Style of Five English Versions of Fu Sheng Liu Ji, Vol I

Bing Zhang (2022). *International Journal of Translation, Interpretation, and Applied Linguistics* (pp. 1-18).

[www.irma-international.org/article/a-corpus-based-study-on-the-translation-style-of-five-english-versions-of-fu-sheng-liu-ji-vol-i/313922](http://www.irma-international.org/article/a-corpus-based-study-on-the-translation-style-of-five-english-versions-of-fu-sheng-liu-ji-vol-i/313922)

### Using Technology to Bridge the Intercultural Gap in the Classrooms of K-8 ENL Students

Renee White-Clark, Shawn Robertson and Ashley Lovett (2017). *Intercultural Responsiveness in the Second Language Learning Classroom* (pp. 222-237).

[www.irma-international.org/chapter/using-technology-to-bridge-the-intercultural-gap-in-the-classrooms-of-k-8-enl-students/174551](http://www.irma-international.org/chapter/using-technology-to-bridge-the-intercultural-gap-in-the-classrooms-of-k-8-enl-students/174551)